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Deaf Life

Kendall School celebrates its 150th anniversary

Amos Kendall, founder

1857-2007

Deaf Life PUBLISHER'S NOTE

Schools for the deaf around the nation have been marking major anniversaries, like sesquicentennials. These venerable old schools have evolved from oftentimes humble or unlikely beginnings, always susceptible to political, social, and communicative trends. They continue to serve the needs of deaf children. Keeping abreast of the current trend, several have even set up nonsigning auditory/oral preschool tracks to accommodate children with cochlear implants whose parents want that kind of intensive speech-based environment for them.

It is with great pleasure that I turn to the sesquicentennial of the Kendall School, which was founded by the former statesman and philanthropist Amos Kendall as one eminent citizen's response to the plight of a small group of deaf orphans. As with other schools for the deaf, its story is one of collaboration between citizens, teachers, legislators, and deaf people. Ah, the good—or not so good—old days! No cochlear implants, no squabbling about which methodology ought to be used, no scholarly disputes about the proper form of signing or English, no school boards, no certifications, no online term-paper peddlers—just the recognition that deaf children had the right to receive an education.

Of course, this is an overly simplistic view. We're looking at a time when many of the civil rights we now enjoy simply didn't exist. Gallaudet University didn't admit women until 1887, so for 23 years, deaf girls were excluded from the advantages of a higher education.

It's easy for us to look back, from our perspective, and see the injustices. But we should also celebrate what was good and worthwhile, the legacy of the past to our present and our future.

Matthew Moore

Deaf Life CHART

Our cover story

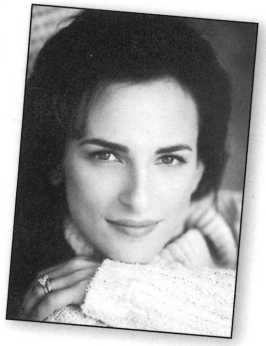
The small school founded in 1857 by Amos Kendall and administered by E. M. Gallaudet and his mother, Sophia, is one of the most remarkable success stories of our history, since it was also the beginning of Gallaudet University, an institution with global impact. In honor of the Kendall School's sesquicentennial, we spotlight its history, and sketch the life of its founder. **30**

Cover photo of Old Fowler Hall courtesy of KDES/Gallaudet University Archives

Deaf Life Departments

Deaf **Mail**..... **5**
For Hearing People Only..... **8**
Deaf People in **History**..... **12**
Deaf Person of the **Month**... **16**
Friends of Deaf People..... **20**
Deaf **Trivia**..... **25**
Deaf **Almanac**..... **26**
Deaf **Cover**..... **30**
Deaf **View**..... **46**

IN OUR NEXT ISSUE...



Marlee Matlin's been in the spotlight again, in NBC-TV's *The West Wing*, and in her current role as Jodi in Showtime's *The L Word*. Next month's cover story provides an update on a very busy star.

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Deaf Life

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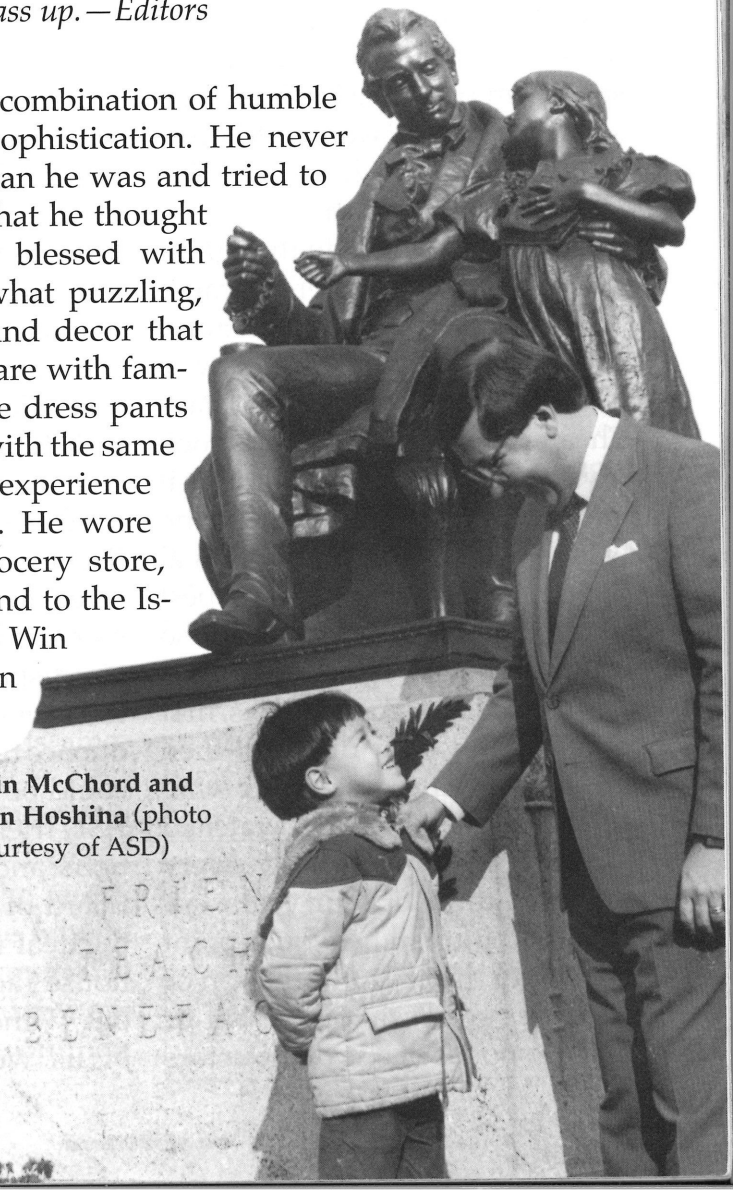
Deaf Life MAIL

Remembering Win

The following tribute is the text of Dr. Ray Stevens' eulogy at the memorial service for Winfield McChord, Jr. We received it n mid-February, a bit too late for inclusion on our February 2007 tribute, but wanted to publish it anyway—it's too good to pass up.—Editors

Win was a wonderful combination of humble openness and natural sophistication. He never pretended to be more than he was and tried to avoid being less than what he thought he should be. He was blessed with pleasing, though somewhat puzzling, idiosyncrasies of taste and decor that he never hesitated to share with family and friends. He wore dress pants decorated with whales with the same comfort that most men experience wearing a flannel shirt. He wore a tie to the vet, the grocery store, the cleaners, the mall, and to the Island. Dressing down to Win was wearing a cardigan sweater with a tie. There was rumor a few years back that he was wearing a pair of blue jeans while tending the barbeque grill, but it wasn't true.

He had an obsession with birth-



Win McChord and Ben Hoshina (photo courtesy of ASD)

days, other people's birthdays, but he never treated it with medication. He simply searched the Internet to find interesting though mostly obscure facts related to the date, compiled them in a handsome document, and sent them on to the birthday person. Even if you wanted to grow older without much ado, old Win never let that happen.

He was a movie man though he avoided movie theaters because of the "sticky floors and noisy children," although we saw a few movies at the Real ArtWays Theater in West Hartford. I took my son to Win's house for a visit and when we left, my son, who was in college majoring in film at the time, said, "You have the best library I have ever seen" — so much for books. It was an incredible collection of 2500 movies, first on VHS and laser disc and then on DVDs. After his good wife Charlotte passed away I watched a movie with Win nearly every night for three of four years. Almost without fail he would point out one of the actors as the son or daughter or cousin or present or former spouse of one of the actors in a movie we have seen a few nights ago and when I couldn't even remember the movie we had seen a few nights ago, I wondered if he wouldn't have appreciated a more movie-literate movie companion.

On Fridays we almost always went out to eat and mostly without fail Win would order a Grey Goose martini "dry enough to blow the dust off it," which tickled him every time he said it. He wanted the main course "run through the calorie extractor" so he could, as he said it, "keep this girlish figure."

He had a gift for language and used it to please himself and his listeners even if he wasn't dedicated to keeping track of which story he had told to which friend. He disparaged his very few detractors with such grace and eloquence that some of us wished we could be on that list. Many of his ASD friends can recall his frustrations and unhappiness with the Board of Trustees of a school for the deaf when he was placed in a house (against his wishes) without window treatments. Most of us would have said, "without drapes or curtains" but Win didn't like words that draped; he liked words that exuded life and had some kind of charm and action, e.g. treatment. After his first hip replacement, Shannon stayed to help him with a few chores one of which was to take his socks off before retiring to bed. On one particular night Shannon went off to bed before the movie was over so I was . . . uh . . . well, you might say stuck with the task of taking my boss's socks off. I told him I hadn't any experience undressing men so he would have to coach me. As the second sock came off Win quickly imitated taking a long drag off a cigarette and asked, "Was it as good for you as it was for me?" On another occasion we were strolling down the hall in Gallaudet Building and as we passed Maria Norton's office we both noticed her large palm-like plant sitting next to her desk. Without pause Win said, "With fronds like that who needs amenities?"

You cannot remark on Win's life without mentioning his work. I went on line and read the guestbook comments from the funeral home in Lexington. A former ASD student recalled Win's daily announcement to students on their way to the dining hall that "lunch is cancelled." Even though he had said it many times before, the students (or as Win would call them — the children) would share a laugh with him and then make their way to the dining hall. They saw him as a friend and relished in the respect he had for them.

In the past five years I have lost 6 dear friends —- all of them have stood out for their uniqueness. Win is one of those 6. Win and I had frequent phone conversations, nearly once a week. Win was never so sophisticated that he had to hide his fears, his pains, his hopes, and never too humble to assert his wishes. He was an honorable man who cultivated friendships, who with struggle was able to acknowledge his flaws and who sought to do better. I always felt honored to be his friend and miss him dearly.

Ray Stevens, Ph.D.
Director, William Center at
Austine School
Brattleboro, Vermont

Deaf Life MAIL

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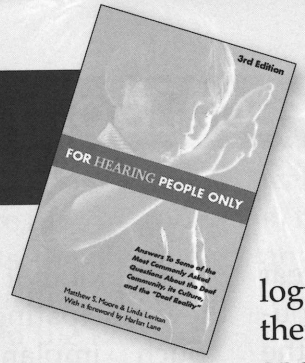
FOR HEARING PEOPLE ONLY

Is the Deaf community losing the war against cochlear implants?

In short-range terms, the Deaf community is certainly losing the war against childhood cochlear implants. Parents are being advised, and persuaded, to have their newly-diagnosed deaf babies undergo implant surgery immediately. The short-range repercussions are already being felt in schools for the deaf and the deafed arena. Auditory-oral preschool tracks, where signing is *not* used, are being set up at schools for the deaf—even those with a sign-language-affirmative philosophy.

But in long-range terms, we believe that the Deaf community will win. Its values will ultimately prevail. It's too soon to predict what long-range effects the mass implantation of deaf children will have on the community, but we can make a few forecasts.

One reason that the Deaf community is losing the war against childhood implants and mainstreaming is that the audists (the Deaf advocates' term for oralists and the pro-implant lobby) are remarkably well-organized, well-funded, and unified. They have an effective support network. They have a fabulous propaganda campaign. They have a shared goal. Each time they go online on BBSes, chatrooms, and blogs, bragging about what they're doing and provoking Deaf advocates to anger, they score another victory. Deaf advocates, using weapons of weakness (name-calling, cussing, etc.), only succeed in convincing them that they're right. We don't see any unified front of anti-cochlear opposition. One reason is that, as a community, we're too busy squabbling among ourselves.



And where are the testimonials from unhappy implantees and parents of ASL-Deaf kids? *Those* are the views we should be seeing posted online. We have attempted to contact some of them, and have gotten very little, or no, response.

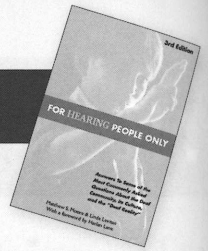
It's counterproductive for Deaf people to lash out at hearing parents who are doing "unethical" things to their deaf children like giving them cochlear implants and keeping them away from the Deaf community. If they're on the DeafNotes BBS, that's at least a tentative first step. At least they're talking to Deaf people. We are perfectly aware that a few of them have an ulterior motive: implant evangelism. Some are, however, open to the possibility of establishing a dialogue. We should be encouraging them to have a more open mind, and persuading them to establish connections to the Deaf community. . . not making them feel guilty, alienating, insulting, or angering them.

If they feel that Deaf advocates are a hostile bunch, they're going to instill those negative feelings in their kids. They'll make sure that the kids grow up with NO exposure to the beauty of ASL. By the time the kid reaches adulthood, they probably reason, it won't matter anymore. They'll have won. So they believe. And, in keeping their kids away from the Deaf community, they may feel a smug sense of victory.

Even signing schools have set up strictly oral/auditory programs for children with implants.

And, yes, we anticipate that a number of young deaf people ▶

FOR HEARING PEOPLE ONLY



with implants will shun the Deaf community in the manner of Louis Weiss, who was quoted by the **Washington Post** in 1997 thus:

> "I'm in the real world. I don't care about the so-called deaf world. When I went to testify on behalf of the implants, I saw them, the people from the school for the deaf. They said we were making fools of ourselves. I just ignored them. I'm happy with who I am."

And, in the same article, there's a statement from a young woman whose parents were fearful enough of retribution from "Deaf Culture radicals" that they refused to divulge her name:

> "I *so* don't identify with hearing-impaired people," says T.L., a Manhattan high-school senior bound for Brown University and another of William House's pioneer children who has had an implant for 14 years. "I'm glad my parents decided to let me be like everyone else." Her parents, however, are afraid enough of the radical elements of deaf culture to not allow her name to be used.*

So what kind of harassment were they anticipating?

Such implantees are blunt about their contempt for the signing-Deaf faction and their lack of interest in the Deaf community. Will they change their minds later? Maybe, maybe not.

But the fact is, many people from oral/audist backgrounds encounter Deaf people as teens or young adults—and they become ravenously hungry. They want to learn ASL, to have Deaf friends, to join the Deaf community. They see these good things, and want them for themselves. The door should be wide open for new arrivals, and the welcome warm. We strive to see beyond the cloud of present hostilities to the long-range picture.

We anticipate that a good number of deaf kids with implants, including the ones whose parents are currently bragging about their miraculous progress as bionic Hearies, are going to see, and are going to want to join the Deaf community, too. Ultimately, these parents will lose. Some of them may even get off their high Cochlear Implant Association horses and learn to sign, too. If the parents believe that, by giving their kids implants, they're giving them a choice, then they shouldn't be surprised when the kids exercise that choice—in favor of an ASL-affirmative lifestyle. For the time being, though, they think they've got the kid firmly in the Hearing community. They ignore the advice of Deaf people because they don't recognize its sense. They have no "Deaf" experience; they believe what the doctors and the Cochlear Corporation/Advanced Bionics/Med-El propaganda and other implant evangelists tell them. What they may not be taking into account is that their kids are *still* deaf, and will *always* be deaf, and that deaf people have an innate affinity to sign language and joining other Deaf people. Even if they've been kept from it. *Especially* if they've been kept from it. Time will, we believe, vindicate the collective wisdom of the Deaf advocates.

Our challenge is to encourage implantees and their families to join the Deaf community, to partake of the good things it offers.

A lot of parents are going to realize that the Deaf advocates were right, and that they've inflicted $50,000 to $200,000 worth of surgically implanted audiological hardware on their child that s/he may not even want to use anymore.

There is no way that Deaf advocates can prevent the mass implantation of children if the parents choose to go ahead with it, and the children will pay the price for their parents' decision. We recognize that. But our task is to encourage the parents to maintain a connection to the Deaf community, and to learn sign language despite the fact that they've made this "audiological" commitment. An implant doesn't necessarily signify the end of a deaf child's connection with other deaf people. It can signal a detour, or even the path that leads to a beginning. ■

* Marie Arana-Ward, "As Technology Advances, A Bitter Debate Divides the Deaf," **Washington Post**, May 11, 1997; reprinted in the August 1997 issue of **DEAF LIFE** with additional responses.

Deaf People IN HISTORY

Bruce Hlibok

Actor, author, teacher, and advocate

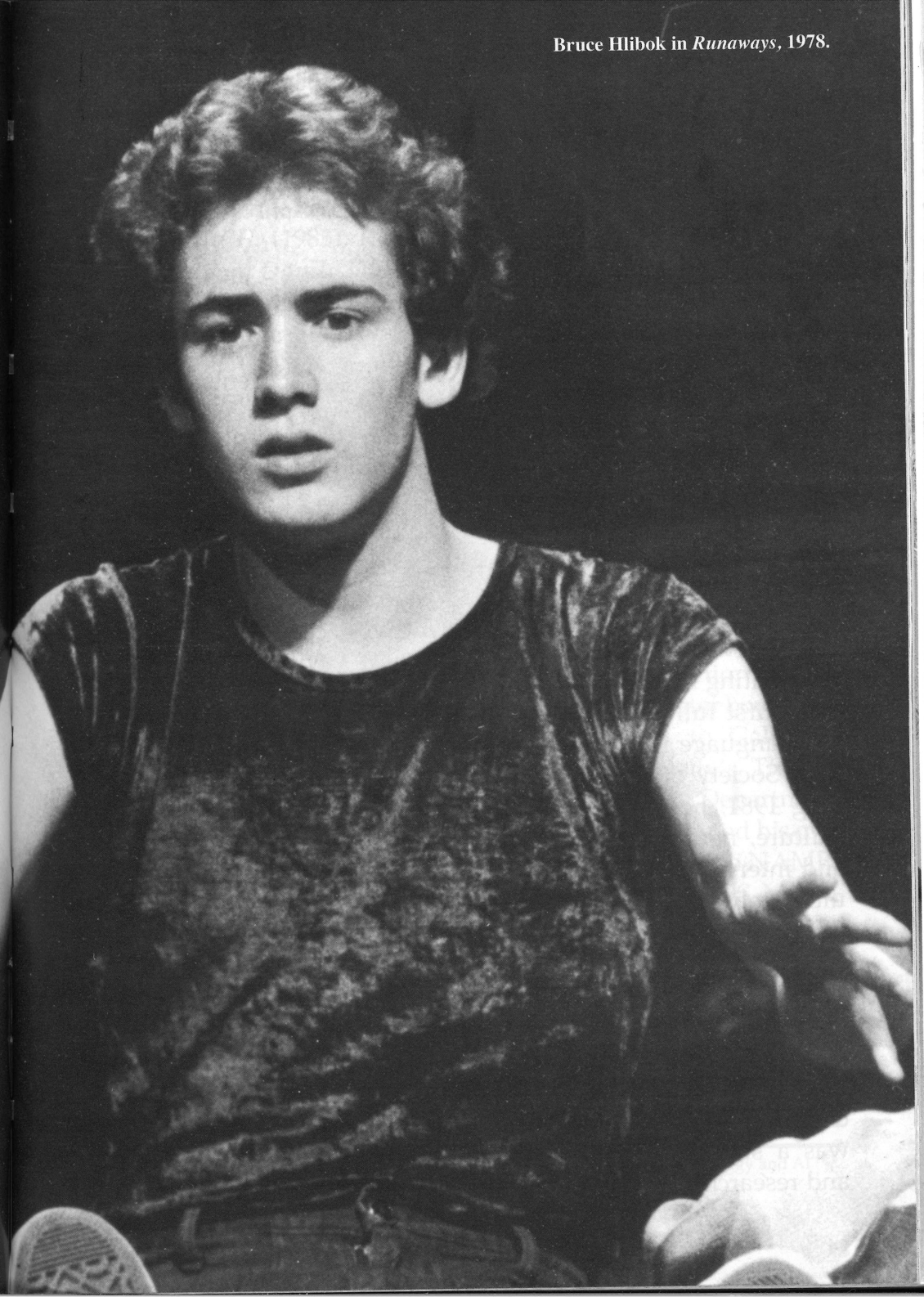
1960-1995

Bruce Michael Mackintosh Hlibok (pronounced ***Lee-bok***) was born on July 31, 1960, Peggy (O'Gorman) and Albert Hlibok's firstborn. The Hliboks, of Flushing, New York, are one of the Deaf community's best-known families. Their other children, Stephen, Gregory, and Nancy have all established successful careers.

Precociously literate and artistically gifted, Bruce attended Lexington School for the Deaf, P.S. 107, and Horace Mann School, where he excelled in English.

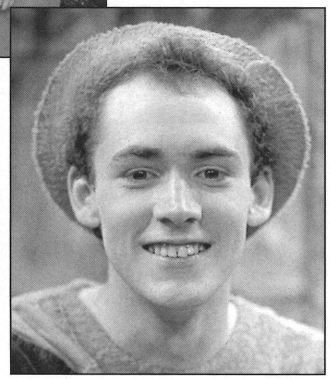
In 1977, when he was 17, he made theater history. He was cast as "Hubbell" in Elizabeth Swados' hit off-Broadway musical, ***Runaways***. In May 1978, ***Runaways*** moved uptown to Broadway, playing in the huge Plymouth Theater until December 31. Bruce was the first Deaf actor to play a Deaf character in a Broadway production. Critics admired his dynamic and expressive signing—ASL was quite a novelty on Broadway. He juggled his schoolwork with his performance schedule.

He collected some TV credits. During a year (1979-80) in Gallaudet College's Honors Program, he performed the title role in ***Androcles and the Lion***, and was voted "Best Actor." He attended the 1980



Bruce Hlibok in *Runaways*, 1978.

Left: The Hlibok family in Summer 1994. Peggy and Al are in front; Bruce, Stephen, Gregory, and Nancy behind them. **Below:** In Gallaudet College's production of ***Androcles and the Lion***, April 1980.



National Theatre of the Deaf summer program, and presented a staged reading of his play, ***Going Home***. That fall, he transferred to New York University. He studied playwriting at NYU's Gallatin Division/University Without Walls, and received his B.A. in English/Playwriting in 1985.

His first full-time job was as a sign-language instructor at New York Society of the Deaf. Beginning 1981, he taught ASL, Deaf Culture, new teaching methods, and interpreting techniques, and ultimately became director of its Sign Language/Interpreter Training Program.

He worked as a GED Instructor for Deaf adults in New York City Technical College in Brooklyn, counseled and tutored NYU doctoral/graduate students, and was a sign-language consultant and researcher at City University of New York and NTID, working with graduate students, various theaters, and agencies.

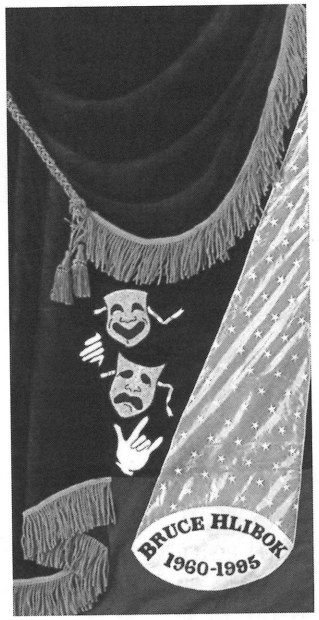
Silent Dancer, a children's book about his sister Nancy, then a 10-year-old Lexington student enrolled in the Joffrey Ballet's after-school class for deaf dancers, with Bruce's text and Liz Glasgow's beautiful black-and-white photographs, was published in 1981.

Bruce enjoyed a successful—if controversial—career as a playwright and actor. He wrote more than 12 plays, of which several were produced, mostly in small Manhattan theaters or public facilities. Many producers rejected his work after learning that he was deaf and wrote plays to be performed in ASL. ***Short Lessons in Socially Restricted Sign Language*** (1982-3) was performed in a school auditorium. In 1983, he founded his own theater company, Handstone Productions. Using a core group of Deaf and hearing actors, Handstone produced a variety of theater pieces, mostly original: ***WomanTalk*** (1984); ***The Passion of Rita H.*** (1985); ***Rainfall*** and ***Anna and Danilo*** (1988); ***Lovelost***, his last produced play, and a staged reading of ***Deafwatch: Silence!*** (1990). He performed in several of his plays.

The Deaf-Mute Howls was a one-man show based on Albert Ballin's 1930 memoir. After its 1988 off-Broadway premiere, Bruce performed abridged versions at the 1988 NAD Biennial Convention and The DEAF WAY Festival in July 1989. He toured Europe twice, playing in Paris and Amsterdam.

His work received mixed reviews. His plays were considered to be years ahead of their times—too bold, too outspoken, too honest. They depressed and irritated Deaf audiences, who wanted cheerful, optimistic works.

Bruce also took roles in "mainstream" productions, as in Charles L. Mee's ***Another Person is a Foreign Country*** (1991). In 1994, he returned to Broadway and once again got rave reviews, playing John Singer in Avalon Repertory's ***The Heart is a Lonely Hunter***—the first *theatrical* adaptation of Carson McCullers' novel. It was his last role.



Bruce designed and chose the fabrics for his NAMES Project Memorial Quilt panel, which was sewn by Pam Wright.

His health had begun to fail in Fall 1993. Diagnosed with AIDS, he remained busy as long as he could. He bequeathed his collection of over 400 theater books and videos to Gallaudet University's Theatrical Arts Department, and designed his own panel for the NAMES Project AIDS Memorial Quilt. Later, Peggy and Al established a memorial scholarship.

He died on June 23, 1995—just over a month before his 35th birthday. His memory lives on. ■

DeafLife Photos courtesy of Peggy and Al Hlibok

Alice L. Hagemeyer

The American Library Association honors a long-time activist

On June 23, Alice L. Hagemeyer of Silver Spring, Maryland, received Honorary Membership in the American Library Association, at its 2007 conference in Washington, D.C. Honorary Membership, ALA's highest honor, is conferred in recognition of outstanding contributions of lasting importance to libraries and librarianship. Appropriately, it was the 50th anniversary of the beginning of her distinguished career as a professional librarian.

Hagemeyer's name has long been synonymous with Deaf/Library advocacy. She has focused on improving library services to the Deaf community, by encouraging deaf people to make better use of public-library resources, *and* enhancing awareness of Deaf history, language, and culture in the library sector. Even after her retirement, she has endeavored to bridge the Deaf and library communities, promoting awareness and access. A mentor and exemplar, she has inspired several other deaf people to choose library careers.

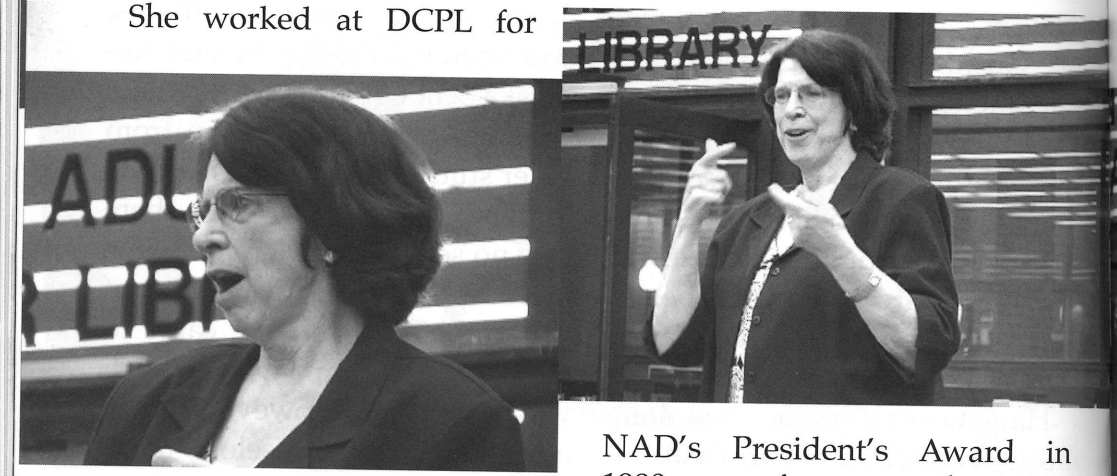
Alice Lougee was born on a Nebraska farm in 1934, early-deafened by spinal meningitis, and attended the rigidly oral Nebraska School for the Deaf, where she learned sign language from older students and adults. As she recalled, "During my time, there was no school librarian [at NSD]; there was a poor collection of books. The bookmobile came to our school once in a while, which was very good. However, school administrators, counselors, [and] teachers had not set good examples for us about how people can be independent in using the community resources for information on *any* subject after they left the school and were on their own."

She majored in Library Science at Gallaudet College. "After graduation from Gallaudet in 1957, I worked for the District of Columbia Public Library (DCPL), first as a clerk and then as a preliminary cataloger. I earned my

Master's in Library and Information Science from the University of Maryland in 1976." That year, she joined the ALA and also became DCPL's first "Librarian for the Deaf Community."

She married her Gallaudet classmate Ted Hagemeyer, alumnus of the Indiana School for the Deaf, in 1958; they have two grow children, David and Noreen.

She worked at DCPL for 34 years (1957-1991), becoming its first "Librarian for the Deaf Community" in 1976, the year she joined the ALA. She targeted both the general lack of awareness about Deaf issues and Deaf people's traditional lack of enthusiasm for libraries, noting that the ASL sign for *public library* isn't *city library* but *hearing library*.

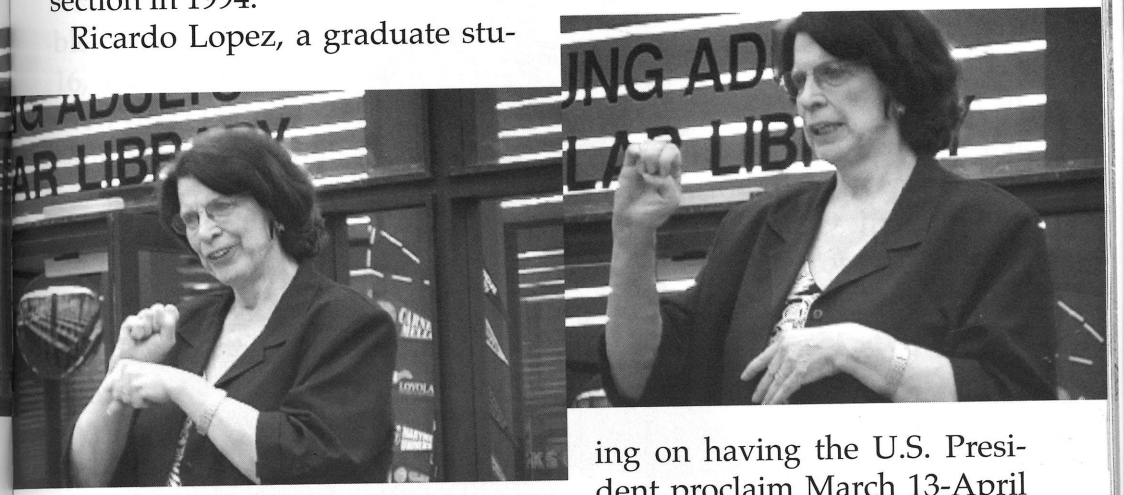


In December 1974, she launched Deaf Awareness Week at the DCPL, featuring talks by Deaf presenters. Other libraries followed suit. Now called Deaf Heritage Week, it's celebrated with a variety of cultural programs at libraries across the nation. The ALA established a deaf unit, and Hagemeyer was actively involved. In recognition of her leadership, Hagemeyer received NAD's President's Award in 1980—one of numerous honors.

In 1979, she created **The Red Notebook** for the Martin Luther King Memorial Library (DCPL's main facility), as a first-stop resource for unbiased information for and about members of the Deaf community. This was a looseleaf binder with fact sheets, library reprints, and other useful information. Other library systems wanted copies, which were sold by the NAD. In 2001, **The Red Notebook** went online (www.folda.net), with a global focus and a new subtitle, "Deaf Awareness begins @ your library." Input is welcome from librarians, workers, paraprofessionals, users, and friends.

In 1986, she co-founded Friends of Libraries for Deaf Action (FOLDA); it became an official NAD section in 1994.

Ricardo Lopez, a graduate student at U. Maryland and President of National Literary Society of the Deaf, calls her "a role model and excellent mentor for young deaf professionals like me."



On June 25, Hagemeyer and colleagues presented a program at the 2007 ALA Conference, "Got Deaf Culture @ Your Library?" She and Renee McGrath, Director of the North Valley Public Library in Stevensville, Montana, are working on "a guide for libraries and related organizations to present Deaf cultural programs in their communities to observe annual events"—something that she's done at several libraries since 1979. She's chaired the NAD's Task Force for National Deaf History Month, and notes that the ALA and NAD are working on having the U.S. President proclaim March 13-April 15 as Deaf History Month—"but that will take time."

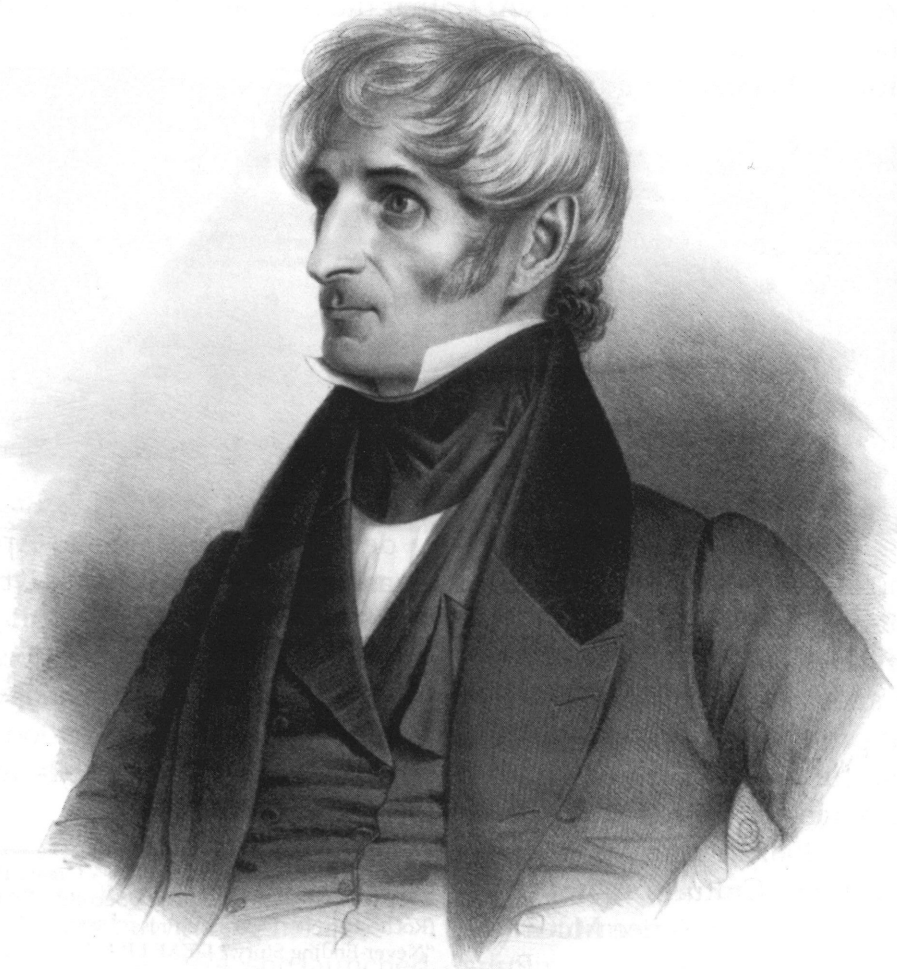
Getting passionate about libraries is what Alice Hagemeyer's career has been about. It's good to see that passion recognized—and reciprocated. ■

Deaf Life Further reading: see **Great Deaf Americans: The Second Edition** (Rochester, NY: Deaf Life Press, 1996), and "The "Never-Ending Story," **DEAF LIFE**, January 1992. Photos courtesy of Ricardo Lopez (p. 18) and Justin Swain. (pp. 20-21); taken at ALA 2007.

FRIENDS OF Deaf People

Amos Kendall

1789—1869



Amos Kendall was once as famous as the other leading statesmen of his day. His political opponents Daniel Webster, Henry Clay, John C. Calhoun, and John Quincy Adams are still renowned, while Kendall, a pre-eminent member of President Andrew Jackson's administration, has been largely forgotten by the hearing public.

Kendall was born in Dunstable, Massachusetts, on August 16, 1789, the sixth of twelve children of Zebedee (1754-1839) and Molly Dakin Kendall (1758-1833). He worked on his parents' small farm until he was 16, attending free public schools whenever he could. He graduated from Dartmouth College in 1811, at the head of his class.

Although he studied law for two years in Groton, he felt undecided about a career. Scouting for new opportunities, he hitched a ride on a flatboat down the Ohio River from Pittsburgh, arriving by chance in Ashland, Kentucky. There, Henry Clay's wife, Lucretia, hired him to tutor her children for a year while her husband was in France negotiating the Treaty of Ghent with Great Britain.[1]

He then found a job as editor of the Georgetown **Patriot**, and two years later, in 1816, became the half-owner and co-editor of the Frankfort-based **Argus of Western America**, an extremely influential newspaper. He married Mary Bullard Woolfolk of Jefferson County in 1818, and they had four children together. She died in 1823. In 1826, he married Jane Kyle of Georgetown, 20 years his junior; they were to have ten children. (Several died young.)

Originally a supporter of Clay and Adams, Kendall switched his allegiance to Andrew Jackson in 1828, supporting his Presidential campaign and the nascent Democratic Party. In 1829, Jackson appointed him auditor of the treasury, and, in 1835, Postmaster General, a major Cabinet post that he also held under Jackson's successor, Martin Van Buren. He edited and wrote articles in the **Washington Globe**, which he made the organ of Jackson's administration, vigorously defending its policies, and became one of the most powerful and influential political writers in the capital.[2]

Kendall was the ablest and most powerful member of Jackson's "Kitchen Cabinet"—his unofficial, intimate circle of advisors. As Jackson's confidante and chief advisor, he was considered the President's "think tank." His

influence was acknowledged by contemporaries—both those who admired him and those who despised him.

> A hard-working hypochondriac with a vigorous pen, Kendall gained influence steadily through Jackson's two terms in office, 1829 to 1837, writing presidential veto messages and speeches, scrutinizing contracts and cutting sensitive deals. He was "the president's thinking machine and writing machine and his lying machine," charged Rep. Henry Wise of Virginia. He was "chief adviser, chief reporter, amanuensis, scribe, accountant general, man of all work. Nothing was well done without the aid of his diabolical genius."[3]

Kendall's appearance was striking. He was thin, stooped, pale, gaunt, with a shock of prematurely white hair. He was both soft-spoken and bold. In 1834, Harriet Martineau, the deaf British philosopher, noted:

> I was fortunate enough once to catch a glimpse of the invincible Amos Kendall, one of the most remarkable men in America. He is supposed to be the moving spring of the administration; the thinker, planner, and doer; but it is all in the dark. Documents are issued, the excellence of which prevents their being attributed to the persons who take the responsibility of them; a correspondence is kept up all over the country, for which no one seems answerable; work is done of goblin extent and with goblin speed, which makes men look about them with superstitious wonder; and the invisible Amos Kendall has the credit of it all.[4]

He resigned as Postmaster General in 1840 to launch a new biweekly newspaper, **Kendall's Expositor**, supporting Van Buren's 1841 bid for re-election—but when Van Buren was defeated, Kendall was "out of a job and out of favor."[5] (This is when he purchased Kendall Green, his summer estate.)

He founded the **Union Democrat** in 1842, and published the first installment of **Life of Andrew Jackson, Private, Military, and Civil, with Illustrations** in 1843.

In 1845, Kendall, who had suffered a devastating financial reversal, became the legal manager and business partner of Samuel F. B. Morse and three co-patentees, who had just formed the Magnetic Telegraph Company. One of the first telegraphed messages, sent from Washington to Baltimore, traveled through a line that extended across Kendall Green. When the telegraph became a financial success, Kendall, for the first time in his life, found himself wealthy. He described himself as "tolerably rich." In fact, he was a millionaire.

His founding of the capital's first school for the deaf in 1857 was one of his notable philanthropic ventures. He also headed the building committee and contributed $100,000 for the construction of Calvary Baptist Church, dedicated in 1866. After the new church was gutted by fire in 1867, he helped finance its reconstruction. The lovely brick Gothic church, the hub of a vibrant multi-racial, multi-ethnic congregation, still stands at 8th and H Street Northwest, 2 miles southwest of Kendall Green. Calvary Baptist has had a longstanding connection to the Gallaudet University community.

Kendall remained actively involved in politics, vigorously supporting President Lincoln's anti-secessionist views, although he disagreed with his administration on other points.

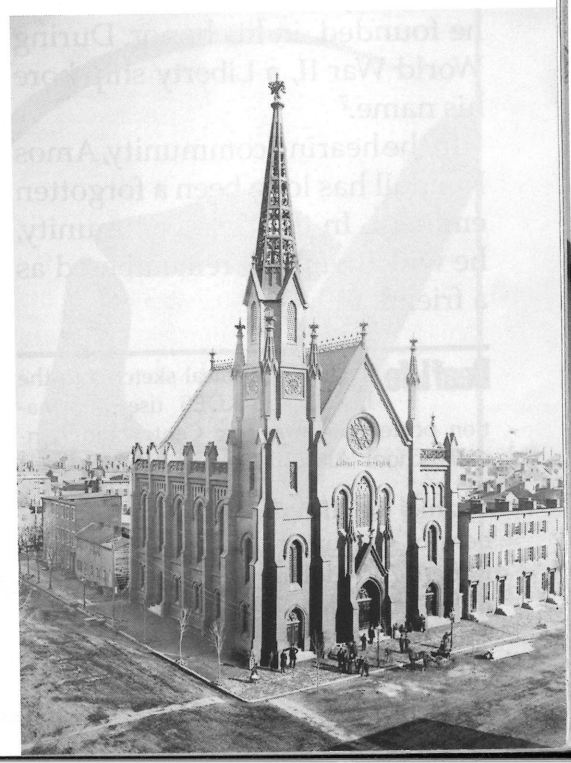
He traveled to Europe and the Middle East in 1866 and 1867, and addressed the first commencement of the National Deaf-Mute College on June 23, 1869.

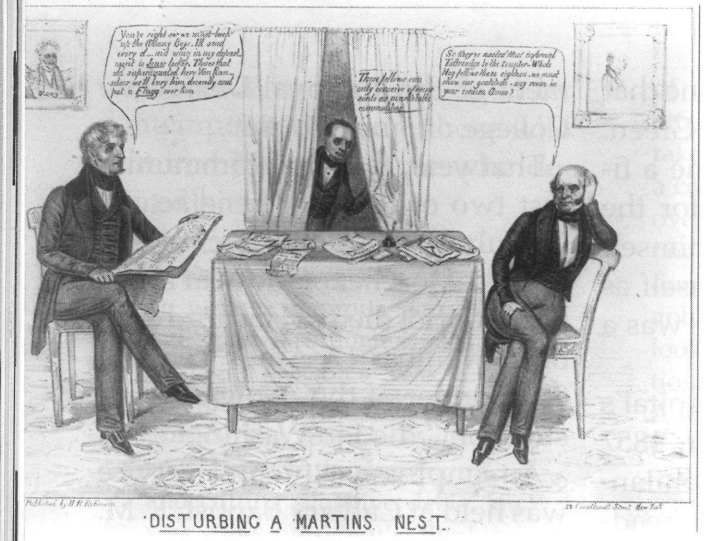
That year, the Deaf community lost two of its great benefactors. On July 18, Laurent Clerc, 84, the first deaf teacher of the deaf in the New World, died in Hartford, and on November 12, Amos Kendall, 80, founder of the "Columbia Institution," died in Washington.

An impressive funeral service was held at Calvary Baptist. E. M. Gallaudet eulogized Kendall as "a patron saint of deaf children."[6]

His grave is in Glenwood Cem-

On old photograph by Matthew Brady of Calvary Baptist Church. The surrounding neighborhood is now high-density urban, the streets full of traffic.





Kendall was depicted in several elaborate contemporary political cartoons, such as this one of 1838, showing him with President Van Buren and Senator Nathaniel P. Tallmadge.

etery on Lincoln Road Northeast, a mile and a half northwest of Kendall Green.

Here and there, his name has been kept alive. Indiana, Illinois, and New York each have a Kendall County, named, like the school he founded, in his honor. During World War II, a Liberty ship bore his name.[7]

In the hearing community, Amos Kendall has long been a forgotten eminent. In the Deaf community, he will always be remembered as a friend. ■

Deaf Life This biographical sketch and the history of KDES use information posted on the Clerc Center and Kendall School Alumni Association Websites.

Thanks to: Michael Olson and Ulf Hedberg of Gallaudet University Archives; Robert Alfred Hawkins; Cathryn Carroll, Clerc Center Editor; Paul Rosstead, Church Administrator, Calvary Baptist Church; Michael Turney, Professor of Communication, Northern Kentucky University.

Credits: Gallaudet University Archives, p. 22; Calvary Baptist Church, p. 25; Picture History, p. 26.

NOTES

1. This treaty, signed on December 24, 1814, formally ended the War of 1812.
2. *Columbia Encyclopedia/Answers.com.*
3. Jefferson Morley, "The Ghosts of Jackson Hill," **Washington Post,** September 13, 1998 (on the *Inner City Website*). See also Michael Turney, "The Ballad of Amos Kendall" (http://www.nku.edu/~turney/kendall/amos_kendall.html).
4. Quoted in **Autobiography of Amos Kendall, Edited by his son-in-law, William Stickney** (New York; Lee, Shepard, and Dillingham, 1872).
5. Jefferson Morley, "The Ghosts of Jackson Hill," **Washington Post**, September 13, 1998 (posted online on the *Inner City Website*).
6. John Miller, "Amos Kendall: Founder, Kendall School," **Connections**, published by the Clerc Center, October 2003.
7. Miller, "Amos Kendall: Founder, Kendall School."

Deaf Trivia
fun & forgotten facts

FIELD OF SPORTS

What professional boxer was responsible for the installation of ringpost lights?

For answers, visit www.DeafTrivia.com!

www.deaf.com
Your gateway to the Deaf community

Our portal site for everyone. Fun, educational, and enlightening features. Check out our new DeafPeople.com galleries! We'll continue to expand, improve, and update our sites—part of our goal of serving the community.

11 1841

Angeline Fuller Fischer (d. 4/2/1925), poet and feminist, born in Savanna, Illinois. Deafened at age 13 by a severe attack of whooping cough and typhoid fever, she "drifted" for five years until she enrolled at Illinois School for the Deaf. Recurring spells of blindness forced her to leave after two years. Contributing articles to the **Deaf-Mutes' Journal** and **Silent Worker**, she became the Deaf community's leading feminist. She advocated for the participation of women in the NAD's first convention in 1880, then for the admission of women to National Deaf-Mute College. Her first volume of poems, **The Venture**, was published in 1883; her work appeared in numerous anthologies. She married George E. Fischer, a Deaf newspaper editor, in 1887; they were both active in writing and journalism. Appropriately, her final published piece (**Silent Worker**, March 1915) was a proposal to establish an on-campus memorial to Sophia Fowler Gallaudet.

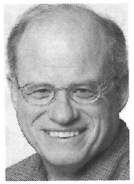
13 1861

George William Veditz (d. 3/12/1937), advocate, born in Baltimore. Deafened by scarlet fever at age 9; alumnus of Maryland School for the Deaf in Frederick, and the top student at National Deaf-Mute College (Class of 1884). A skilled editor of LPF publications, he taught at the Maryland and Colorado schools for the deaf. Elected NAD President in 1904 and 1907, he lobbied to open civil-service jobs to deaf citizens. Through letters, newspaper articles, and the LPF, he waged his vigorous advocacy of Deaf rights, his staunch opposition to oralism, which was then at the peak of its power, and his eloquent defense of sign language as "the noblest gift God has given to deaf people." (He was comfortably bilingual.) He spearheaded a project to record sign language on film, providing a precious legacy of early-20th Century ASL in action.

15 1584

Pedro Ponce de León (b. ?1520), Spanish Benedictine monk and the first known teacher of the deaf, died at the monastery of San Salvador de Oña. He began to tutor deaf pupils around 1550, and may have borrowed his manual alphabet (fingerspelling) from Benedictine practice. A modern version of this alphabet is still used today, in the U.S., France, Spain, and many other countries. Fra Pedro's principles were borrowed by Manuel Ramírez de Carrión (d. ?1652) and Juan Pablo Bonet (1579-1623), who is known to have used the one-handed manual alphabet to teach his pupils and who published the first book on the subject, **Reducción de las letras y arte para enseñar a hablar los mudos** ("Simplification of Letters of the Alphabet and the Art of Teaching the Deaf to Speak") in 1620—without crediting Fray Pedro. (Bonet's book may have been plagiarized from Carrión, or even from Fray Pedro.)

17 1940



Henry Kisor, journalist, author, teacher, and aviation buff, born in Midland Park, New Jersey. Early-deafened by meningitis and encephalitis, he was mainstreamed; he has always communicated orally. Taught at Northwestern's Medill School of Journalism (1977-1982). Book Editor (1978-2006) of the **Chicago Sun-Times**; edited the Deaf Pilots Association's newsletter (1994-2004). Published nonfiction includes **What's That Pig Outdoors? A Memoir of Deafness** (1990, update in progress) and **Zephyr: Tracking a Dream Across America** (1994). **The Flight of the *Gin Fizz*** (1997) retraced Cal Rodgers' pioneering 1911 cross-country *Vin Fiz* flight. Current and upcoming works include a new series of mysteries featuring Steve Martinez, a Lakota Sioux detective.

Deaf Almanac

18 1946

Michael Chatoff, lawyer and advocate, born in New York City. A late-deafened adult, he utilized a then-revolutionary computerized "Real Time Graphic Display" system. In 1982, arguing before the Supreme Court in an historic case, he defended Amy Rowley's right to have an interpreter provided by her school district. Although the Rowleys lost the case by a narrow margin, Chatoff made legal history. This occasion marked the first time that video equipment was used inside the Supreme Court, and that a deaf lawyer had argued a case there.

24 1810

Edmund Booth (d. 3/29/1905), Deaf journalist, adventurer, teacher, advocate, and leader, born in Chicopee, Massachusetts. Early-deafened and blinded in one eye by cerebrospinal meningitis; alumnus of "Old Hartford," where he taught for 9 years. Settling in the wilderness of Iowa, he joined the Gold Rush of 1849, and sent his earnings to his family. Returning to Iowa, he embarked on his career as newspaper editor and journalist. He helped found the Iowa School for the Deaf (1855), and in 1880, chaired the first National Deaf-Mute Convention (National Association of the Deaf), modestly declining a nomination for presidency, but remained active in NAD affairs and Deaf advocacy.

29 1910

Boyce R. Williams (d. 12/28/1998) born in Racine, Wisconsin. After being deafened as a teenager, he relinquished his old dream of becoming a pro football player, attended Wisconsin School for the Deaf and Gallaudet College (Class of 1932), and His career with the federal Office of Vocational Rehabilitation/Rehabilitation Services Administration lasted 32 years. He worked with state VR agencies and Deaf Community organizations to develop programs, becoming a leading VR "mover and shaker." He helped establish the National Theatre of the Deaf, Registry of Interpreters for the Deaf, CSUN's National Leadership Training Program and many other innovative projects and programs. He received numerous honors, including an Honorary Doctor of Laws from Gallaudet (1958).

August

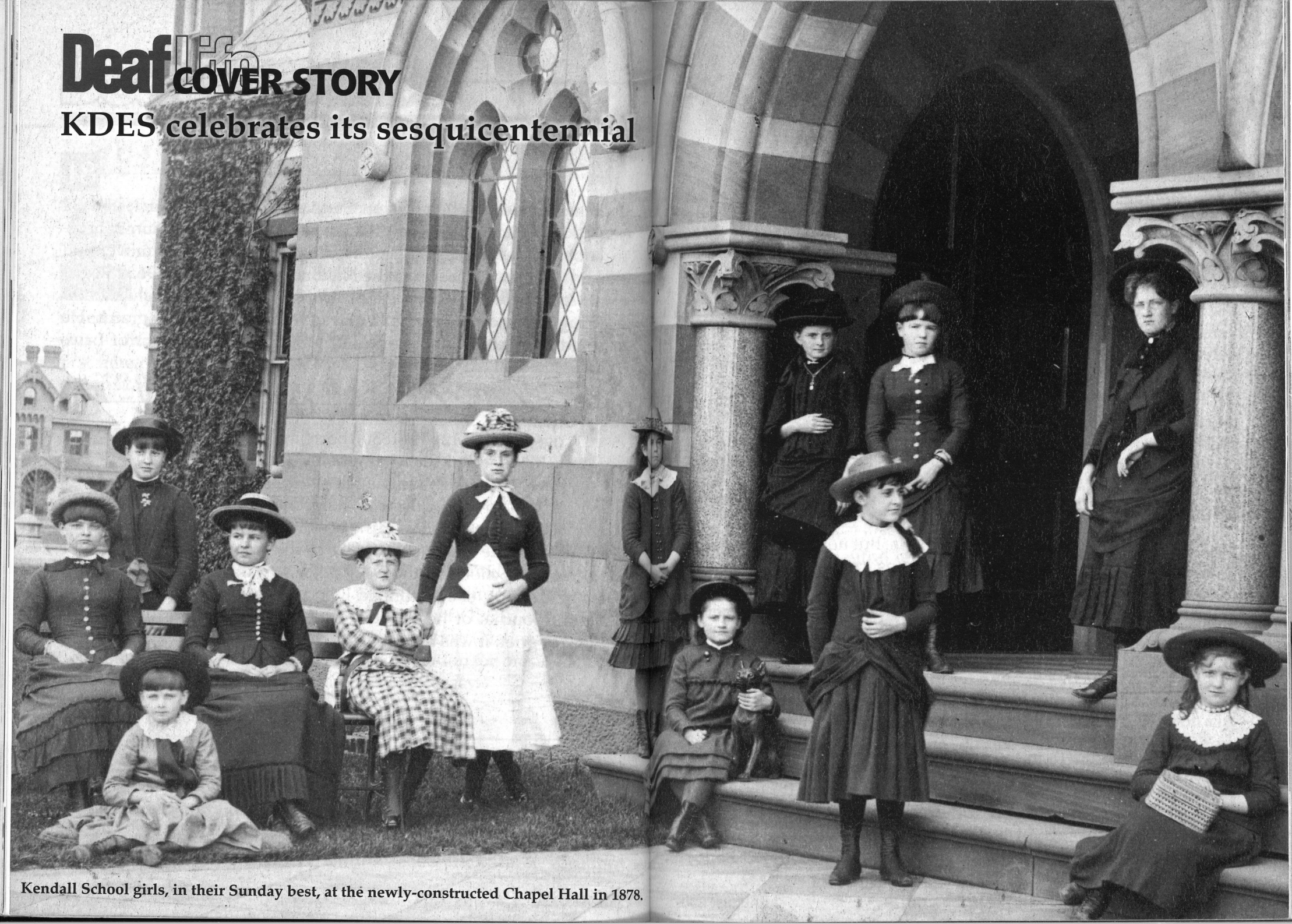
Dates to remember from our Deaf History

31 1805

Alice Cogswell (d. 12/30/1830) born in Hartford. Early-deafened by "spotted fever" (probably spinal meningitis), she remained essentially languageless for several years. Her father, Dr. Mason Fitch Cogswell, helped sponsor T. H. Gallaudet's trip to Europe to seek the best method of educating deaf children. He was a co-founder of the "Hartford Asylum," now the American School for the Deaf. Alice was the first pupil to enroll. After graduating, she continued living at her family's house, kept a delightful journal of her travels, and died shortly after her adored father—of grief, it was believed.

Major sources: Jack R. Gannon, **Deaf Heritage: A Narrative History of Deaf America** (1980); Harry G. Lang, **Silence of the Spheres: the Deaf Experience in the History of Science** (1994); Harry G. Lang and Bonnie Meath-Lang, **Deaf Persons in the Arts and Sciences: a Biographical Dictionary** (1995); Matthew S. Moore and Robert F. Panara, **Great Deaf Americans: the Second Edition** (1996); Deborah M. Sonnenstrahl, **Deaf Artists in America**: **Colonial to Contemporary** (2002). **Photo credits:** Henry Kisor—Mr. Kisor's Website. Michael Chatoff—Mr. Chatoff. Edmund Booth—Haggin Museum. Boyce Williams—George Kosovich/RSA. Alice Cogswell—Gallaudet University Archives..

KDES celebrates its sesquicentennial



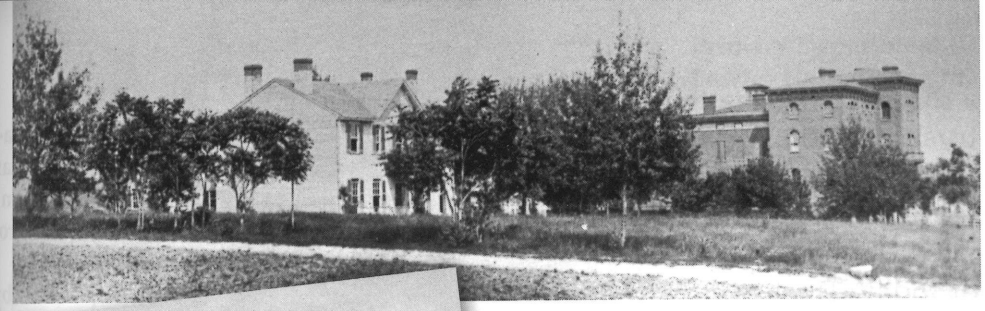
Kendall School girls, in their Sunday best, at the newly-constructed Chapel Hall in 1878.

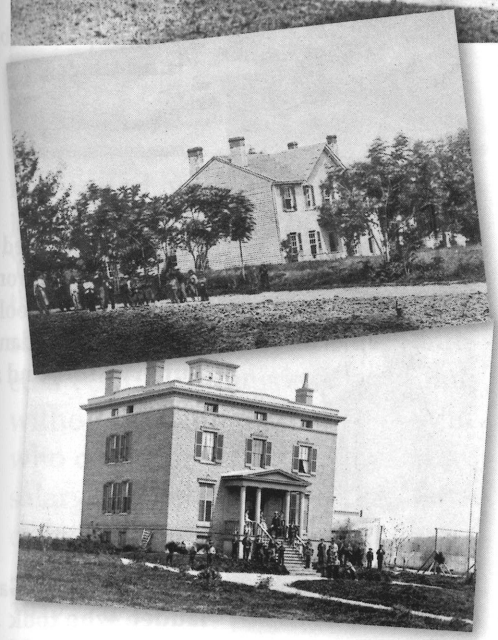
Some people find it surprising that Gallaudet University, the world's first and only liberal-arts college for deaf students, has its roots in the small school founded by Amos Kendall in 1857. Perhaps Kendall, who became the college's first chairman of the board of directors, would have been surprised, too. The earliest years of the elementary school's history are also those of the university, for the lower school predated and inspired the establishment of the university.

It began with a chance encounter. As Kendall recounted in a speech he delivered at National Deaf-Mute College's first commencement on June 23, 1869, 5 months before his death:

> About fifteen years ago [actually, in 1856], an adventurer brought to this city five partially educated deaf-mute children, whom he had picked up in the State of New York, and commenced exhibiting them to our citizens in their houses and places of business. He professed a desire to get up an institution for education of unfortunates of that class in the District of Columbia, raised considerable sums of money, and gathered a school of about sixteen pupils. Apparently to give respectability and permanence to his school, he sought and obtained the consent of some of our leading citizens, to become its trustees. It soon appeared, however, that he had no idea of accountability to them, and only wanted their names to aid him in collecting money to be used at his discretion. On being informed by the trustees that such an irresponsible system was inadmissible, he repudiated them altogether.
>
> In the mean time, the impression had gone abroad that he maltreated the children, and it led to an investigation in court, ending in the children being taken from him and restored to their parents, except the five from abroad, who were bound to him who now addresses you as their next friend.[1]

Kendall had no previous interest in or connection with deaf people. But now he petitioned the orphans' court to grant him legal guardianship over the five abandoned deaf children. When he learned that there were probably 30 other deaf and blind children in Washington, using his still-considerable political clout, he persuaded Congress to help him start a school for them. Congress incorporated the "District of Columbia Institution for the Instruction of the Deaf and Dumb and the Blind." (The term "deaf and dumb," in those days, had no negative connotation; it was an accepted, reasonably neutral term.) The small group of Kendall's wards—John Quinn, John Henry, Isaac Winn, William Blood, and Ann Szymanskie—augmented by local deaf and blind children, formed the nucleus of the new school.





Top: Rose Cottage and Old Fowler Hall, showing early additions. **Left:** Rose Cottage, the chief school building for the first two years, 1857-1859. **Below:** The Primary Department Building (Old Fowler Hall), constructed in 1859.

A modest "cradle"

Where was the school to be located? That question was easily answered. Kendall donated a valuable parcel of two acres of land on Kendall Green, his summer estate, which he had purchased in 1841. Two frame houses had been constructed on the southeastern corner of the estate.

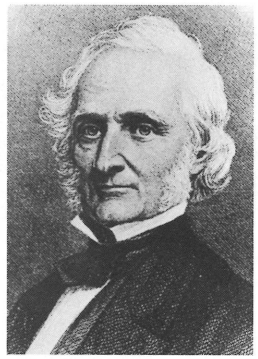
> [In 1841,] Kendall was broke so he had to borrow $7,000 from a friend. He used the money to start a newspaper, **Kendall's Expositor**, and to buy a large parcel of land northeast of the Capitol. . . . Soon after, he built a simple wood frame house on his new property, which he named Kendall Green.[2]

Kendall Green was located two miles northeast of the Capitol, just outside the Washington city limits, on what was then Boundary Street (so called because it marked the northern boundary of Federal City) and what is today Florida Avenue. Boundary Street—unpaved until 1875—was

a dirt road cutting through countryside, among houses surrounded by fields and woods—a vista quite unlike the densely populated inner-city neighborhood of today. Tracks of the Baltimore and Ohio Railroad ran along the eastern border of Kendall Green, where West Virginia Avenue is today.

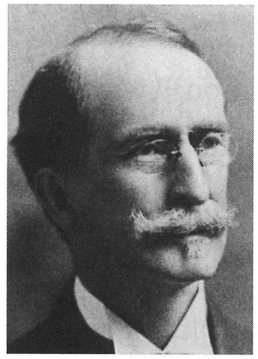
Newly arrived from Hartford, Edward Miner Gallaudet described what he found when he arrived on Kendall Green: "a dusty lane bordered by a straggling hedge, and a half dozen unpainted houses of wood, one of which we were to occupy . . . [This was] the nucleus of the future Kendall School and Gallaudet College."[3]

The first home of the Columbia Institution was two modest frame houses, one of which—"Rose Cottage"—was donated by Kendall. It served as the school's academic center until the east wing of College Hall was constructed and opened in 1878. The second house was rented from William Stickney, Kendall's son-in-law, and used as a dormitory. In 1996, a granite marker, situated at the west end of Chapel Hall, was donated by the GUAA's Laurent Clerc Cultural Fund to mark the site of Rose Cottage, known as the "Cradle of Gallaudet."



Amos Kendall began his association with the Deaf community when he encountered a group of deaf children being exploited by a "fundraiser."

Sophia Fowler Gallaudet agreed to serve as matron of the new school, providing guidance, supervision, and assistance.



Edward Miner Gallaudet, who took over a president of the Institution in 1864, became a remarkably successful administrator.

Administration and staff—and a dream

Now, Kendall sought a superintendent and a teacher. He corresponded with Harvey P. Peet, longtime director of the New York Institution for Instruction of the Deaf and Dumb ("Fanwood"), seeking his advice. Kendall wanted a young, unmarried candidate without a family to support and who could thus be hired at a low salary, someone who didn't require spacious accommodations.[4]

Edward Miner Gallaudet (1837-1917) was the son of Thomas Hopkins Gallaudet (1787-1851), who had brought Laurent Clerc (1785-1869) from the French National Institute in Paris to Hartford; both co-founded of the nation's first school for the deaf, the "Hartford Asylum" (now the American School for the Deaf) in 1817. "Old Hartford," as it was known, served as a model for the establishment of other residential schools for the deaf in other states. Edward was teaching at Old Hartford when he received Kendall's initial letter in May 1857. He responded warmly but cautiously.

Primary Department (Old Fowler Hall) during the Civil War era.

On Gallaudet's suggestion, Kendall invited him to come to Washington to discuss the proposed school with him. At their meeting, Gallaudet told Kendall of his dream to not only run a school for deaf students but to start a college for them:

> I unfolded to him my plans for a college and said that if he and his associates . . . would support me in these plans, I would accept their offer. They met my overtures with alacrity, pleased with the idea of having what they conceived of as no more than a small local school, grow ultimately into an institution of national importance and influence.[5]

Kendall supported his ambition. "He was quite ready to approve my plan," Gallaudet elsewhere wrote.[6]

Accordingly, he accepted Kendall's offer to become the new school's superintendent. Their first priority, they agreed, was to get the school running. Once it

On the steps of Chapel Hall, around the mid-1880s.

was firmly established, they could pursue plans for a collegiate department.

At 20 years of age, Gallaudet was considered very young to administer a school. In his letter to Gallaudet requesting his services, Kendall stipulated that he bring his mother, Sophia Fowler Gallaudet (1798-1877), to serve as the school's matron to "assist you by her counsel and her efforts."[7] "Mother Gallaudet," or "Queen Sophia," as she was affectionately known, was almost as famous as her husband. One of the first students—the seventeenth—to enroll at Old Hartford, she had been Thomas's pupil. After she graduated in 1821, they married and raised a large family in Hartford. Edward was the youngest of their eight children. He was a native signer, having learned from Sophia.

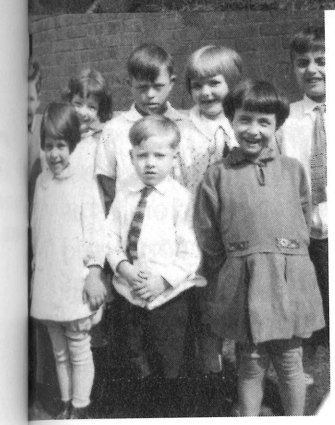
At the new school, Sophia taught the girls the household skills she knew, such as cooking and sewing. She also did outreach work and lobbying, meeting with members of Congress.

Always pragmatic, Kendall told Gallaudet exactly how expected him to run the school: "to make repairs and additions necessary to prepare the house . . . to employ the necessary teachers, digest plans for instruction, and superintend the teachers. To provide suitable food and raiment for the children and to employ servants and laborers . . ."[8]

When he moved to Washington with his mother, Gallaudet also brought James Denison, an Old Hartford alumnus who had been teaching deaf students at the Michigan Institution, as an instructor. Denison taught and administered the day-to-day program.

In business

The District of Columbia Institution for the Deaf and Dumb and the Blind opened on June 13, 1857, with twelve deaf and six blind students. Within two years, the student enrollment had risen to 20. Anticipating further growth, Kendall used $8,000 of his own money to finance the construction of a much larger two-story brick building that could house 40 students. This building opened in 1859, and was long known as simply "Institution," and later as "Old Fowler Hall," since it stood just behind where the present Fowler Hall (opened in 1918) stands.



Kendall School students through the years. **Top:** Around 1917. **Left:** Early 1930s.

Kendall's convinced Congress to allocate $150 per year to cover the expenses of poor students from the District, and to allow out-of-state students to attend.

In 1860, the state of Maryland made provisions for all of its deaf students to be educated at the Columbia Institution, and the enrollment quadrupled. A three-story addition with columned porches and balconies was added in 1862 to the front of Old Fowler Hall and housed the Primary Department. Within four years, yet another addition was made. The enlarged building provided not only classroom space, but also dormitory rooms, since at that time all the students were required to live on campus during the week.

In 1865, the Institution's blind students were transferred to the Maryland School for the Blind in Baltimore, and the words "and the Blind" were dropped from the Institution's title.

Congress added 98 more acres to the campus, appropriated $9,000 for additional buildings.

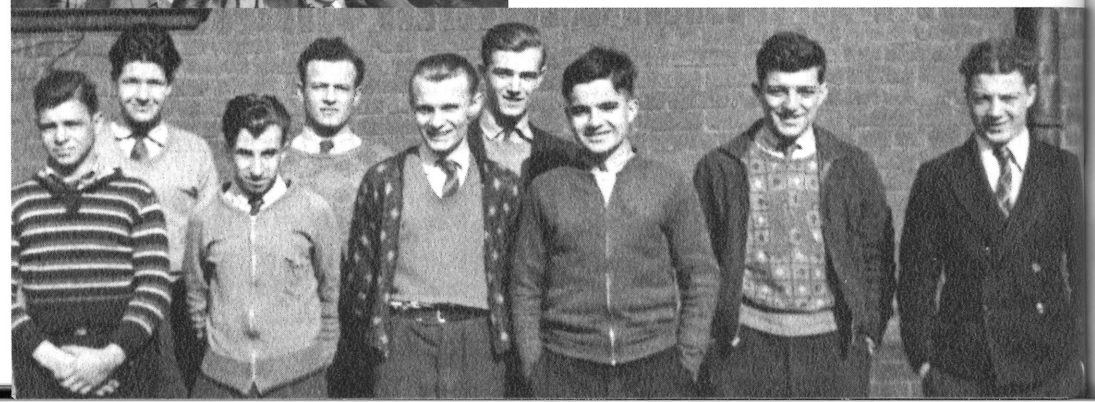
A charter and a college

With the nation still at war, Kendall and Gallaudet had managed

to get legislation before Congress to enable the District of Columbia Institution for the Deaf and Dumb to grant college degrees. No doubt referring to the work of Amos Kendall, Gallaudet wrote, "When private benevolence and enterprise have done so much, can national law makers refuse to lend a hand?"[9] Gallaudet enjoyed an excellent relationship with Congress. The lawmakers did not refuse.

At the prodding of Gallaudet and Kendall, Congress granted the school a charter to operate a collegiate program—originally known as "National Deaf-Mute College."[10] President Abraham Lincoln, who signed the bill on April 8, 1864, became the first patron of the National Deaf-Mute College, starting a tradition (and annual Charter Day celebration). Gallaudet became president of both the Institution and the College; James Denison was appointed principal of the lower school. The charter authorized Columbia Institution's Board of Directors "to grant and confer such degrees in the liberal arts and sciences as are usually granted and conferred in Colleges." The Institution has been governed continuously by a board that includes both private citizens and members of Congress.

On June 28, the college was incorporated and ceremonially dedicated. Laurent Clerc was one of the luminaries attending the dedication.



Left and below: Young sportsmen and blades of the 1930s..

In 1869, President Ulysses S. Grant started another tradition by signing the diplomas of the first three graduates to complete the entire college course. Since then, all Gallaudet diplomas have been signed by the President of the United States.

Kendall, who had initially harbored doubts about a college program for deaf students even as he publicly supported it, said, "Most happy shall I be if I am permitted to live to see this institution . . . become one of the brightest jewels in the coronet of the Republic."[11]

According to Stickney (who served as Secretary on the Institution's original Board of Directors), Kendall took an active interest in the school for the rest of his life. He delivered a speech of stirring piety at the College's 1869 commencement, with an interpreter stationed nearby. He lived to see the beginning of the adventure.

A new name, and reshuffling

In 1885, the directors separated the identities of the grade school and college department. In honor of its founder and benefactor, the lower school was named Kendall School for the Deaf. A building was constructed with the new name carved above the front door. Today, this building, Kendall Hall, is used by Gallaudet University; it stands between Fowler Hall and Ely Center.

By today's standards, these first homes of Kendall School were primitive, poorly lighted and heated. Central heating was installed in 1905, bringing a measure of comfort to the classroom areas, but not the dormitory rooms. Until the 1900s, lighting was by oil lamps.

In 1895, the Kendall School boys moved out of the combination class/residential building and into a new dorm, which in 1910 was named Dawes House in honor of U.S. Senator Henry L. Dawes of Massachusetts, a former director of the Columbia Institution. It stands near Kendall Hall, just northeast of Fowler Hall. The girls remained in the main school building until 1910, when they moved to Denison House (House #4 on the Faculty Row at the southwestern edge of campus), named after the first principal of Kendall School.

During this time, Kendall School served not only elementary-age children, but also high-school students, and did so until the Model Secondary School for the Deaf (MSSD) was opened

A winter group photo, early 1930s. Kendall Hall is at left; Dawes House in the background.

on campus as a national demonstration facility in 1970. Many of Kendall's graduates now go on to high-school classes there.

There were no more moves for Kendall School until 1938, when the older girls moved from Denison House into a room on the second floor of Dr. Percival Hall's house. (Dr. Hall was the second president of the college, and like E. M. Gallaudet, had a long tenure there, from 1910 to 1945.) The school's enrollment was then 77. At about the same time, Kendall School's principal relocated from House #5 to #3. A few years later, some of the eldest Kendall girls and two of the students in the Normal Department (the teacher-training program) moved in with the principal, who at that time was Sam Craig, and his family.

Besides these homes, the dorm buildings, and the Kendall School building, the school also used rooms in the basements of some of the college buildings for vocational and art classes.

The modern era: integration, reshuffling, and expansion

During World War II, the Kendall School enrollment dropped somewhat, but rebounded afterwards, especially in 1946, when a preschool was established for 3- and 4-year-olds. By 1949 the enrollment was up to 92, with students coming not only from the District of Columbia and nearby states, but also from the Middle East, Canada, Peru, Columbia, and Cuba.

In 1950, Dawes House became the home of the Preschool classrooms and of the boys in the upper grades. Black students were barred from the program.

Enrollment took another large jump in 1952, after a group of local parents won a court ruling that Kendall School must accept the District's black students. Previously the District sent its black deaf children to Maryland School for the Colored Deaf and Blind in Baltimore. In the first school year after the court ruling, sixteen black children and four black teachers became part of Kendall School and comprised its Division II. Initially housed in the old gymnasium, "Ole Jim," within a year they had a new building of their own, put up at a cost of $120,000. This building now houses the Gallaudet University Counseling Center.

In 1954, the US Supreme Court ruled against segregated schools, and Kendall's classes became racially integrated.

Since the College had taken over Kendall Hall and Dawes House in the summer of 1953, the building put up for Division II became the Primary Department. The intermediate and advanced classes moved to House #3, which by then had been named Fay House.

The older girls lived in Denison House, where home-economics classes also were taught. The older boys lived in House #2, by then known as Ballard House, and on the third floor of Fay House. Vocational classes remained in the basements of college buildings.

All this building-switching, however confusing to today's readers, served to consolidate the Kendall facilities at one end of campus, for the most part separate from the College facilities. Nonetheless, crowding remained a problem. A report made in the mid-1950s pointed out that the Kendall children had to use the College gymnasium for lack of other recreational facilities, some Kendall students had to eat in the College cafeteria and walk 250 yards back and forth three times a day to do so, and that some of the basement classrooms were not up to health standards.

The report recommended construction of a new building along the architectural lines of the building erected in 1953, estimating its cost at $225,000. It was to be built near the Primary Department building.

But when that recommended building finally was completed in 1961, it was located far away from the original proposed site, resembled the Primary Department building only in its U-shape, and had cost $1,125,000.

When it opened, the two-story sections of the west wing were devoted to dorm rooms. The east wing, which was tucked into a hill, contained the classrooms and recreational facilities. The capacity of the school was 116 day and residential students, although there were only 106 students enrolled in its first full year of use. The residential program was dropped a few years later and the dorm rooms remodeled into classrooms.

On December 24, 1970, the United States Congress passed the Kendall Demonstration Elementary School Act (P.L. 91-587), which transformed the historic Kendall School into Kendall Demonstration Elementary School (KDES), expanding its

role to include research and dissemination. The change in names was accompanied by a change in purpose and program.

In 1977, KDES split into physically separate interim facilities, since the building it had occupied for the previous 16 years was torn down to make way for a permanent home as a national demonstration elementary school. The interim facilities consisted of the Early Education Center in Fowler Hall and North Campus, a collection of temporary structures.

The Early Education Center included the Preschool and Primary departments, support services, and administrative personnel. Fowler Hall, originally a women's dormitory, had been remodeled into classrooms, including an open-space classroom, offices, and a demonstration home and parent meeting area. The North Campus buildings housed the majority of the administrative offices, plus the Elementary Department, Middle School, and educational-technology services.

Today and tomorrow

Today, KDES is located on the same site as the 1961-1977 building. It features centers for each of its instructional departments. These centers include open-space areas, self-contained classrooms, and small tutoring rooms. Staff and visitors can observe instruction without disturbing it, from ramps, platforms, hall spaces, and numerous observation rooms with two-way mirrors. There are also small live-in units for short-term occupancy by graduate students with families.

As a national demonstration school and part of the Laurent Clerc Deaf Education Center, KDES not only provides instructional programs for deaf and hard-of-hearing youngsters, but also tests, evaluates, and develops educational methods, materials, and models, and disseminates the results to schools, programs, and families with deaf and hard-of-hearing students across the nation.

The Preschool, which for a while in the 1960s was split off from Kendall School and run by Gallaudet College, returned to Kendall in 1974 and now provides programs for the parents of infants from the onset of deafness, as well as for children up to the age of 5 and their families.

KDES has come a far way from its beginnings—a handful of students in two frame houses. Teachers, parents, staff, and above all, Kendall students, continue to make their contribution to a journey begun long ago, and become educated, productive, and proactive citizens.

E. M. Gallaudet is honored as founder and first president of Gallaudet University, a visionary and successful administrator. His statue stands on the Gallaudet Mall, surrounded by old and new. Near where Rose Cottage and Old Fowler Hall once stood is the beautiful cluster of polychrome High Victorian Gothic Revival buildings—College Hall and Chapel Hall, dating fro the 1870s—contrasting with the aggregation of modern buildings marking the expansion of the campus and evolution of its mission. "Ole Jim," completed in 1881, is another beloved landmark from Gallaudet's administration.

Other principal players of the early days have likewise been honored, with campus buildings named to commemorate them. The campus is still known as Kendall Green, a remembrance of the generosity of its first philanthropist. Because of his response to a fateful encounter, Amos Kendall founded a school that ultimately evolved into two schools, and got a world-renowned university into the bargain. ■

DeafLife Freely adapted from "The History of Kendall Demonstration Elementary School," Laurent Clerc National Deaf Education Center, and other Clerc Center/GU histories.

NOTES

1. Quoted in Chapter 19, "Founding the Columbia Institution for the Deaf and Dumb," **Autobiography of Amos Kendall, Edited by his son-in-law, William Stickney** (New York; Lee, Shepard, and Dillingham, 1872).
2. Jefferson Morley, "The Ghosts of Jackson Hill," **Washington Post**, Sunday, September 13, 1998, p. W12.
3. Albert William Atwood, **Gallaudet College, Its First 100 Years** (Lancaster, PA: Intelligencer, 1964).
4. John Vickrey Van Cleve and Barry A. Crouch, **A Place of Their Own: Creating the Deaf Community in America** (Washington, D.C.: Gallaudet University Press, 1989), p. 80.
5. Van Cleve and Crouch, pp. 80-82.
6. Atwood, **Gallaudet College**.
7. Van Cleve and Crouch, p. 80.
8. Atwood, **Gallaudet College**.
9. Atwood, **Gallaudet College**.
10. "National Deaf-Mute College" was renamed Gallaudet College in 1894, in honor of Thomas Hopkins Gallaudet. During Percival Hall's administration, the entire institution was renamed "Columbia Institution for the Deaf," comprising Gallaudet College and Kendall School. That name remained until 1954, during Dr. Leonard M. Elstad's administration, when P.L. 420 renamed the entire corporation "Gallaudet College." It became Gallaudet University in 1986.
11. Atwood, **Gallaudet College**.

DeafView

READERS' VIEWPOINT

READERS' RESPONSES

If deaf people claim that they're members of a minority culture, shouldn't they give up their SSI/SSD (disability) benefits?

35% Yes 40% No 25% Not sure

NO (Hearing)—Because of timing and politics, Deaf people were not included in the Civil Rights Amendment, and so—in order to get the legal protections and rights needed, inclusion in the ADA was acceptable. Not perfect—but it works. Deafness should be a civil rights issue, not a disability issue—but the protections and rights assured in the ADA should not be thrown away because of the ADA not being the perfect avenue of achieving those protections and rights.

NO (Deaf)—Absolutely not. This a social wage, a restitution, paid by an entire society that continues to be audist and actively participates in perpetuating oppression of minority groups such as the Deaf community. Until this institutionalized form of oppression stops, SSI and SDI are needed to buffer the worst economic effects felt by the Deaf community.

YES (Deaf)—Deaf people should only give up their SSI/SDI benefits if they think of themselves as not being disabled. When a deaf person willingly receives these benefits then they are telling the rest of the world that they are disabled. When in reality they're not!

NO (Deaf)—I'm on/off SSI/SSD for 22 years. I had applied several jobs and not hiring for long time. To the point where I lost my confidence. Hearing people get mad at me for being on SSI/SSD but who to blame? When they don't want to hire me? Otherwise, I'm paying my taxes.

NOT SURE (not identified)—Only by an act of Congress. Not in this life tho.

Total number of "DeafView" responses: **326**

DeafView

READERS' VIEWPOINT

DEAF LIFE would like to know what you think about major issues affecting the Deaf community. Fax your response to (585) 442-6371, E-mail us at deafview.com or send it to us at Box 23380, Rochester, NY 14692-3380.

Does the Deaf community have a single strong, effective leader?

❑Yes ❑No ❑Not sure

Background:

The Deaf community has produced a number of fine leaders throughout its history, who have advocated for Deaf rights (recognition of and respect for sign language, access to education and communication, first-class citizenship, fair representation, being counted for jury duty, for example). Do we have a single Deaf leader who represents grassroots Deaf people and who can serve as an effective liaison with other organizations and governmental agencies? With the dynamic changes occurring in Deaf culture, are we losing potential leaders?

Deadline: October 1, 2007

Visit the
DeafView homepage at

www.deafview.com

to respond to this and the other upcoming questions.
(24 questions are currently posted.)

Your gateway to the Deaf Community

WWW.DEAF.COM

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